

**Ph.D. Reading Colloquium, PSSR9302**  
**Supervised Reading in**  
**Physiological/Psychological Issues**  
**Instructor: Kathryn A. Steele, Ph.D., LPC, LMFT**  
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***Mission Statement of the New Orleans Baptist Theological Seminary***

*The mission of the New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.*

**Core Values and Curriculum Competencies**

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for the 2013--2014 academic year is Doctrinal Integrity. Throughout this course students will be encouraged to consider how the core value of "Doctrinal Integrity" impacts their development as a Christian counselor called to operate in the local church.

**Course Description**

This Ph.D. reading colloquium consists of discussion periods covering Physiological/Psychological Issue in counseling. Discussions will cover required texts.

**Student Outcomes (Goals)**

Colloquium members will grasp the larger scope of Physiological/Psychological Issues. By understanding these content areas, members will be better prepared for teaching and research in the field of psychology.

**Texts**

The texts for the colloquium are listed on the course schedule. Colloquium members should note the meeting assignments with regard to which books will be covered during each class meeting.

**Course Requirements**

1. ***Read the required texts*** as stipulated in the schedule below. Be prepared to respond to objective questions about the content of the assigned books even if you are not responsible for leading the discussion on a particular book. **Members are responsible for taking initiative in the group discussion, demonstrating comprehension and application of the texts.** **30%**

2. For each book, one member from the group will be assigned to **lead our discussion** of the text. The leader will be responsible for providing a brief summary of the book, offering an insightful critique, and leading the group discussion of the book.

Evidence of reading the material must be clearly demonstrated during class. It is the student's responsibility to speak up and make evident his/her knowledge and application of the material each class period. It is not sufficient to comment on other student's observations. A lack of original contribution to the discussion may be viewed as poor preparation on the students part and will result in a failing grade for the course. (30%)

3. **Prepare a summary / critique of each of the books on the reading list.** Critiques are due during the meeting in which the books are discussed. Critiques should contain (1) identification of key themes or ideas, (2) points of personal agreement and disagreement with the author(s) (3) significance of the book to the counseling field, (4) critique of the overall work. These reviews should be typed in **12 Times New Roman. Other fonts will not be accepted.**

Assignments are due at the beginning of class each class period. If you come to class, on more than **one** occasion, not prepared - you will be given a failing grade. An extension of 3 days may be granted once by the department under extenuating circumstances. In order to receive an extension you must present your request in writing to the professor on or before the class meeting. (40%)

4. **Attend every meeting.** Because of the nature of the course, no absences are allowed. If emergency situations dictate an absence, the member will schedule a make-up session with the professor. Work is still due the day scheduled even if the member is absent.

**TOTAL (100%)**

## **Course Schedule**

Class will meet 11:00 AM – 1:00 PM on each of the following Fridays

### **Friday February 14, 2014**

Andreasen, N.C.,2004,Brave New Brain

Doidge, N. , 2007, The Brain that Changes Itself

Kraly, F.S.,2006,Brain Science and Psychological Disorders: Brain Science and Psychological Disorders.

Maxmen, Ward.,2009,Essential Psychopathology and Its Treatment

O’Neal, Talga, M.,2010,Handbook of Clinical Psychopharmacology for Therapists

### **Friday April 4, 2014**

Ross, C. 1996. Dissociative Identity Disorder: Diagnosis, Clinical Features and Treatment Of Multiple Personalities.

Sperry, L. 2004. Handbook of Diagnosis and Treatment of the DSM-IV Personality Disorders

Demasio, A.R., 2005. Decartes Error: Emotion, Reason, and the Human Brain.

Cozolino,2006,The Neuroscience of Human Relationships

Siegel, D., 2010,Mindsight: The New Science of Personal Transformation

### **Friday May 2, 2014**

Dickason, C.F., 1993, Demon Possession & the Christian: A New Perspective

Bandura, Albert. 1977. Social Learning Theory. Englewood Cliffs, NJ: Prentice Hall.

Frankl, Victor. 1984. Man’s Search for Meaning. NY: Simon and Schuster

